

Andragogy: Theory and Practice of Adult Education Development in Ukraine

Liudmyla TYMCHUK¹,
Nadiia GRYSYK²,
Vasyl YAHUPOV³,
Yaroslav SYVOKHOP⁴,
Tetiana HRINCHENKO⁵,
Valentyna SVYSTUN⁶

¹Yuriy Fedkovych Chernivtsi National University, Chernivtsi, Ukraine,

l.tymchuk@chnu.edu.ua,

<http://orcid.org/0000-0002-3122-8150>

²T. G. Shevchenko National University “Chernihiv Colehium”, Chernihiv, Ukraine,

Nadiela7027@gmail.com

³National Defense University of Ukraine named after Ivan Cherniakhovskiy, Kyiv, Ukraine, yagupow1957@gmail.com,
ORCID – 0000-0002-8956-3170

⁴Zakarpattia Institute of Postgraduate Pedagogical Education, Uzhgorod, Ukraine, suvochopy@ukr.net

⁵Vinnitsia Mikhailo Kotsiubynskiy State Pedagogical University, Vinnitsia, Ukraine, tatyana_grinchenko@ukr.net

⁶National Defense University of Ukraine named after Ivan Cherniakhovskiy, Kyiv, Ukraine, vis0902@ukr.net

Abstract: At this point, there are no systematic studies on the problems of adult education as a field of scientific and theoretical elaboration and its transformation in andragogy in Ukraine. The article aims to conduct a holistic and systematic analysis of establishing and developing andragogy as a theory and practice of adult education in Ukraine between the late 19th century & the 20th century to use the positive historical experience in modern andragogy. The article justifies the periodization of andragogy development in Ukraine (the 1850s-1917 & the emergence of theory and practice of adult learning in the context of developing adult education as a form of social and educational movement and out-of-school education; 1918-1940 & the establishment of scientific principles of adult learning in the system of illiteracy elimination and political education; the 1950s-1980s & the scientific elaboration of andragogical problems in the light of the Soviet concept of adult pedagogy; the 1990s & the early 21st century, the development of andragogy as a science, academic subject, social practice). The periodization of andragogy development in Ukraine has made it possible to identify the system-forming processes in adult education at the level of structural and organizational forms. A historiographical analysis of the problem under study shows that Ukrainian scholars pay much attention to adult education as a socio-cultural phenomenon with deep historical traditions and heritage. Despite the growing interest of scholars in this particular problem, the term “andragogy” is not commonly used in the context of their research. At the same time, almost all authors are interested in the theory and practice of adult learning.

Keywords: *the late 19th century, the 20th century, development periodization, historiographical analysis, out-of-school education, illiteracy elimination and political education, education for the working youth and adult education.*

How to cite: Tymchuk, L., Grytsyk, N., Yahupov, V., Syvokhop, Y., Hrinchenko, T., & Svystun, V. (2021). Andragogy: Theory and Practice of Adult Education Development in Ukraine. *Revista Romaneasca pentru Educatie Multidimensionala*, 13(2), 185-205. <https://doi.org/10.18662/rrem/13.2/417>

Introduction

The National Strategy for Education Development for 2021 states that the priority areas of the state educational policy are availability and continuity of lifelong learning. This factor has considerably intensified the creation of a Ukrainian model of adult education. Its theoretical foundation is andragogy as a scientific discipline in the field of education, which justifies specific approaches to organizing adult learning.

A historiographical analysis of relevant scientific sources shows that the history of adult education arouses the interest of theorists and practitioners in the context of different aspects. These sources can be grouped as follows: 1) dissertations on the history of adult education by modern Ukrainian and Russian researchers (Gerasymova et al., 2019; Khmil & Popovych, 2019; Martirosian, 2013; Melnyk et al., 2019; Nerubasska & Maksymchuk, 2020; Petrova, 2010; Popinova, 2003; Sihaieva, 2010; Sheremet et al., 2019; Shynkarenko, 2010; Zmeev, 2007), as well as Soviet scholars (Gornostaev, 1985); 2) some studies on the history of the educational movement in Ukraine (Berezivska, 2008; Koliada, 2004) and some personalistic trends (Dzhus, 2001; Kovalchuk, 2004); 3) scientific research on the history of illiteracy elimination (Danylchenko, 1999; Movchan, 2009).

Their content analysis indicates the presence of such a phenomenon as adult education in national history. The above-mentioned studies do not use the “andragogy” concept. However, almost all researchers who study the history of adult education (either in the context of social movements, Sunday schools or in-service training) analyze theory and practice of adult learning, too.

The conceptual basis for studying the history of andragogy in Ukraine is the disclosure of its theoretical and methodological principles as theory and practice of adult learning. The origins of andragogy and approaches to its interpretations allow one to consider it as an independent branch of pedagogy, which studies theoretical and practical issues of adult education in the system of continuing education, taking into account their age, personality, social and other characteristics (Gromkova, 2005; Kolesnikova et al., 2003; Vasilkova, 2009). Andragogy deals with a wide range of issues, such as the role of learning and in the self-realization of adults; motives, tasks, goals and meanings of life in adulthood; professionalization in the context education and advanced training of adult teachers.

The article finds that the term “andragogy” is used along with “adult pedagogy”, “theory of adult education”, “theory of adult learning”. The

periodization in the history of andragogy in Ukraine proves that the use of certain terms and their interpretations depend on some specific historical factors.

The generalization of existing historical and pedagogical studies outlines the scale and diversity of adult education as a socio-cultural phenomenon and practice of public education. Researchers mainly focus on the organization and analysis of empirical indicators in the field's functioning, in the context of which they briefly analyze some issues of theory and methods of adult learning. At this point, however, there are no systematic studies on the problems of adult education as a field of scientific and theoretical elaboration and its transformation in andragogy in Ukraine.

The article aims to conduct a holistic and systematic analysis of establishing and developing andragogy as a theory and practice of adult education in Ukraine between the late 19th century – the 20th century to use the positive historical experience in modern andragogy.

The history of andragogy as an area of scientific research in Ukraine

The article conducts a historiographical analysis of the problem under study and discloses theoretical and methodological principles of andragogy as the theory and practice of adult learning. Also, it justifies and describes the periodization of andragogy development in Ukraine.

The authors of the article have developed their own periodization in the history of andragogy, taking into account well-known approaches to periodization known in the history of pedagogy and andragogy. These approaches are presented in the works of Ukrainian (Lukianova & Anishchenko, 2014; Martirosian, 2013; Sihaieva, 2010) and Russian scholars (Kolesnikova et al., 2003; Maron & Podobed, 2009; Zmeev, 2007). It is based on the analysis of research projects in the field of theory and practice of adult learning in the context of socio-cultural, socio-economic and socio-political factors, prevailing ideological concepts and pedagogical determinants. Thus, there are four periods in the history of Ukrainian andragogy.

Period 1 (the 1850s-1917) is the emergence of theory and practice of adult learning in the context of developing adult education as a form of social and educational movement and out-of-school education. The diversity and scale of events in this period make it possible to distinguish its two stages. The first one lasted from the late 1850s to the mid-1890s. It marked the emergence of adult education in the context and form of the social educational movement (adult education in Sunday schools, evening schools, reading rooms; organizing public lectures). The second one (1895-1917)

signifies theoretical generalizations and development of the first andragogical ideas in the interpretation of the “out-of-school education” concept. The scientific understanding of adult learning was inextricably linked with the quantitative growth and expansion of activities within the network of adult schools.

Period 2 (1918-1940) is the establishment of scientific principles of adult learning in the system of illiteracy elimination and political education. Those radical changes in the socio-political life of Ukraine, caused by the events of 1917-1918 (the overthrow of the autocracy in Russia, the establishment of the UNR), also affected the development of adult education. Although adult schools established in previous decades continued to operate in the first years, they were either reformatted or replaced by fundamentally new ones under the new conditions. The Bolshevik government aimed to politicize all spheres of life, including education and thus had a decisive influence on their activities. As a result, all activities directed at educating the general population were conceptually referred to as “cultural and educational work” and “political and educational work”. The implementation of a large-scale cultural and educational campaign to eliminate illiteracy in the 1920s involved creating a wide network of educational institutions in the context of “the illiteracy elimination campaign” (grammar schools, schools for uneducated persons, clubs of individual and group learning, Sunday schools), which provided education to the adult population. Also, other types of educational institutions for workers and peasants were introduced (evening universities for workers and peasants, workers’ faculties). In this regard, there was an objective need to develop theory and methods of adult teaching as an official field of pedagogical research. Theoretical elaboration of problems in adult education in the USSR was mainly coordinated by the Main Political and Educational Committee, which organized congresses, conferences, meetings and established periodicals on the problems of adult pedagogy. Despite total politicization, they determined a general strategy for the theory of adult education and researched adult didactic. They also studied the peculiarities of character building in the learning process, building a system of adult education and justifying types of institutions.

Period 3 (the 1950s-1980s) is the scientific elaboration of andragogical problems in the light of the Soviet concept of adult pedagogy. It consists of the two stages: the 1950s-1960s and the 1970s-1980s. During the first stage, one can justify certain qualitative characteristics in the development of theory and practice of adult learning by the need to restore the economy destroyed by the war, the pace of production, as well as

scientific and technological progress. In turn, it caused the need to provide in-service training to young people and adults and, thus, ensure rapid development of evening schools and part-time learning. Such development much depended on profound scientific support of research institutes of evening (shift) and part-time secondary schools. In the 1970s-1980s, they rather expanded the range of research problems. Indeed, the issues of theory and practice of adult teaching began to be studied based on the concept of continuing education. The leading centre of theoretical developments is the Research Institute of Continuing Adult Education of the USSR Academy of Pedagogical Sciences.

All these periods accumulate theoretical achievements in the field of adult learning. They became a solid basis for a qualitatively new period in the history of andragogy in the post-Soviet space in the early 1990s (Period 4). Such aspects as the abundance of scientific papers on andragogy, its introduction as an academic subject in higher education, the recognition and practical realization of adult education as a factor in stabilizing the social situation in society and the expansion of international cooperation in this field indicate good prospects for andragogy in Ukraine.

The problems of adult learning in the concept of out-of-school education (the late 19th century – the early 20th century)

The article discloses certain andragogical ideas in the theory of out-of-school education and describes the organizational and pedagogical principles of adult institutions' functioning in the system of out-of-school education. It also reveals approaches to determining the content of adult education, organizational forms and methods of teaching, developing educational and methodical literature for adults.

The analysis of scientific literature shows that the promotion of the social and educational movement in the Ukrainian history in the second half of the 19th century contributed to developing a network of educational institutions for adults, namely, Sunday and secondary schools, reading rooms, libraries, people's universities. Their activities required certain theoretical understanding and elaboration, which led to the emergence of the first pedagogical ideas and concepts in this field. At the initial stages, no single concepts and terms were denoting both the categories of adult education and the field itself. The described phenomena were usually identified as "educational activities", "propagation of literacy among the population", "the Sunday movement", "public education".

Some significant changes took place in the second half of the 1890s when the "out-of-school education" concept came into widespread use in

the meaning of all types of adults' educational activities. The analysis of relevant pedagogical works from the late 19th century and the early 20th century (Abramov, 1900; Medinskiy, 1930; Siropolko, 2001) proves that the theory of adult education and training also developed in the context of out-of-school education. Indeed, they identified the relevance of pedagogical activity focused on mainly for the adult population and justified the differences between adult and school education. Besides, they formulated the basic ideas of out-of-school education as theory and practice of adult education, singled out organizational and scientific problems and searched for optimal forms and methods of work.

The aim of out-of-school education was seen in the life-long comprehensive development of individuals. The principles of out-of-school education were freedom, equality and accessibility; individuality and self-activity of personality; reliance on self-study as the basis of cultural development and self-development of the adult population.

The forms of implementing out-of-school education are defined as follows: schools for adults; reading institutions (libraries, public editions, books); establishments for disseminating scientific and special knowledge among the population (courses, lectures, readings); public leisure (theatre, entertainments), museums, art galleries, people's houses, self-study.

Some researchers (Abramov, 1900) attempted to theoretically justify and summarize organizational and pedagogical principles in activities of various forms (types) of adult education institutions in their works.

The founders of adult education institutions considered them as alternative (to public schools), free and open public educational institutions aimed at meeting educational needs and demands of people of different ages, social and financial backgrounds. Quite expressive are their common (informal) nature, public administration, voluntary and flexible learning and comfortable environment for communication between adults.

The article finds that one of the important issues in developing the adult learning theory was the content of education. The first learning programmes for adults were created by practising teachers, theoreticians of out-of-school education, members of Sunday school commissions, county councils, educational commissions of various societies and many other representatives of the progressive pedagogical community (Abramov, 1900).

Pedagogical search involved introducing various versions of programmes. They presented adult education not only as a means of acquiring basic literacy but also as a means of personal and intellectual development in the areas chosen by the learners themselves. There also emerged general scientific programmes of various levels, namely, from

elementary Sunday schools to people's universities, as well as culturological, socio-economic, civil and household programmes. The starting point of learning programmes for adults was the focus on personal development. It was essential to provide adults with an appropriate general educational and cultural level.

The representatives of adult education realized the main purpose of educational institutions for adults. Indeed, they helped learners create their view of nature and human relations through scientific teaching of natural sciences, mathematics and humanities. At the same time, it was essential to adjust the content of adult learning to the main task of these institutions, that is to provide real-life knowledge. At that time, the conformity of education to vital needs also meant taking into account regional conditions, introducing polytechnical education, combining theoretical and practical knowledge.

The content of then-adult education also combined national and educational ideas. It implied introducing Ukrainian-language teaching, educational literature, science and general fiction; developing programmes for such subjects as History, Geography, Ukrainian Culture and Ethnicity.

Learning programmes took into account didactic principles of scientificity, systematicity and continuity, concentricity and practicality of educational material, the balance of general and additional knowledge, interdisciplinary links. Localization, that is, using materials from the outside world, was recognized as one of the aspects in the connection between learning and life. The principle of usefulness was rather important in adult teaching (adults need theory as much as their private lives and households need it). Much attention was paid to the principle of development. According to it, it is more essential to teach adults to analyze, compare, distinguish, generalize and critically evaluate the world around them, comprehend causal relationships rather than provide them with mere knowledge and various information.

Adult schools initiated many teaching methods and techniques. They employed phonetics-analytic-synthetic methods of teaching literacy, explanatory reading and conversations, mutual learning, the accelerated study of the alphabet, retelling and studying readers' interests. Besides, the content and methods of adult learning much depended on the characteristics of learners. The following active forms and methods were considered: seminars, writing essays, independent work, preparing reports, working in laboratories, practical tasks and projects. They were believed to enhance autonomy and activity of adult learners.

Specific attention was also paid to educational literature for adult learners. Koniskiy (1882) and Kostomarov (1994), the well-known public figures, introduced the traditions of developing textbooks for adult learners based on age characteristics. There were clear didactic requirements for textbooks for adults: intelligibility of texts, brevity, clarity, logical sophistication, correctness in the placement of educational material, scientificity and richness of material on various topics (especially those related to Ukrainian culture and lifestyle).

Shaping scientific principles of adult learning in the system of illiteracy elimination and political education (the 1920s-1940s)

The article reveals certain evolutionary processes in formulating scientific concepts and terms concerning adult learning. It describes the multilevel and branched system of adult education institutions and justifies didactic principles of the education content theory in adult schools. It highlights the search for ways to improve the educational process in such institutions and analyzes the provision of adult schools with textbooks and the basic requirements for them.

The analysis of the obtained results shows that the events of 1917-1918 influenced theory and practice of adult education, accelerating its development. It was facilitated by the Bolshevik government's attempts to increase a cultural level of society and provide all its members with equal conditions and opportunities for comprehensive development, implemented within the large-scale illiteracy elimination campaign for adults. Therefore, those events and phenomena we now perceive as "adult education" then referred to the illiteracy elimination concept. All those processes were politically oriented, given the use of such adult-related terms as "cultural and educational activities" and "political and educational work" as synonyms. The previously popular term "out-of-school education" was gradually phased out.

Despite the politicization of educational activities, the 1920s continued to show intensive scientific and methodological elaboration of adult learning (Zelenko, 1923). The most important principles of adult learning are defined as follows: democratism, comprehensive learning based on polytechnic educational principles, a combination of learning with productive work, close links with life, political education and practical activities. Adult education is interpreted as life-long comprehensive development, which implies instilling cultural values and cultivating creative skills much needed in various spheres of society.

At the institutional level, a multilevel system of adult education was officially established in the UkrSSR in the 1920s-1940s. The most common

institutions of general adult education were the following: 1) educational institutions within the illiteracy elimination system (grammar schools or illiteracy elimination points; schools for uneducated persons; clubs of individual and group learning; Sunday schools; self-study clubs); 2) secondary schools and advanced training courses (evening workers' schools, village schools (courses); schools for working adolescents and youth (working youth schools); part-time comprehensive schools). Educational institutions of the illiteracy elimination system were considered to be level 1 schools – a three-year course for illiterate persons and a two-year course for literate ones. Advanced schools were classified as level 2 schools with a two-year course resulting in secondary education and preparing for higher education. In rural areas, there were two-year adult schools with a curriculum adapted to the needs of the rural population and level 2 schools with a three-year course resulting in advanced education.

Party schools for adults developed significantly, given the establishment of Soviet power and the large-scale dissemination of ideological propaganda among the population by the party and state structures. They included Marxist clubs, political literacy schools, Soviet party schools, workers' faculties, workers' (proletarian) universities. Apart from being ideological and party affiliations, such institutions implemented general and professional programmes, trained middle-level technical and administrative staff.

The article finds that the activities of adult schools of that time depended on several interacting factors. The latter influenced the choice of school type, its structure, goals, objectives and content of education. The most important of them are defined as follows: levels of literacy and education of the population of the country, a certain territory and certain social groups; the needs and requirements of production, socio-political and cultural life; the needs related to persons' development, requests and interests; material resources of the state (provision of premises and equipment, assistance to learners) and individual citizens; the specifics of labour regulations of the population; the features of certain groups of the population (workers and peasants, men and women, youth and elderly people); the prevailing concepts of education.

Historical and pedagogical analysis indicates that the system of adult education established in the 1920s-1930s proved to be not only objectively necessary but also effective under historical conditions of that time. It consisted of schools offering extremely short periods of study, enrolling learners with weak educational background and teaching based on simplified and reduced content of educational material. However, it was these schools

that had ensured not only consistent transition from lower to higher stages of education but had also increased general cultural, educational and professional levels of the population and met various demands and needs of both the individual and society as a whole.

The typical features which characterize the content of adult education of that time include, first of all, its ideological and political orientation, given the very names of academic subjects (Soviet State System; Political Economy; Soviet Economic Policy; History of Class Struggle; Party History). The content of programmes for schools at various levels was permeated by the spirit of Marxism-Leninism and the idealization of the socialist system.

It was vital to adhere to the Marxist point of view, develop a communist worldview and cultivate a proletarian approach to life, as well as include party-related and ideological topics in educational courses. It is in this sense that the ideologists of the Bolshevik school interpreted the scientificity of education and other criteria (links between learning and life; focus on today).

In adult schools, the content of education was differentiated based on territorial and economic criteria (programmes for schools in both urban and rural areas). Besides, it was rather flexible (variability depending on the category of learners, production environment and other factors; great freedom of choice of educational material for study; optionality of the most of the course; less strict regulation by duration and content).

Adult learning can also be characterized by short duration and frequent interruptions. It was considered appropriate during an academic year or semester to provide a relatively complete amount of knowledge at each stage of learning. In this regard, it was important to organize educational material properly. Searching for new ways to do it, Soviet educators turned to the idea of integrated learning in the early 1920s. Such learning involved studying a certain topic or phenomenon in the interconnection of several academic subjects. The latter were not studied separately, being combined into the so-called core topics, such as “nature”, “work”, “society”. Complex programmes focused on the elimination of classes, their replacement by teams. Laboratories and workshops, which acted as centres for scientific and practical processing of the material obtained in the course of observations on the surrounding environment, were established at schools. Such well-known scholars as Ivanytsia et al. (1923) elaborated the concept of learning complexity.

The classroom system remained traditional in adult schools in the 1920s, as well as in school practice. It was based on usual forms of

classroom work (lectures, conversations, discussions, debates, stories). The works of Medinskiy (1930) and Petrova (2010) present the methods of using these forms in adult schools, as well as certain attempts to justify their theoretical and methodological principles.

The article shows that the Dalton Plan became very popular in the period under study. In pedagogical practice, it was transformed into a brigade-laboratory form of the educational process and was much employed in adult education. The laboratory plan became one of the methods of learning within the classroom system, whose main feature is greater autonomy of learners.

Independent work played an important role in adult learning and involved research assignments (term papers, reports). It was also common to use educational trips, which allowed learners to acquire knowledge by studying objects and phenomena at their immediate location. Blonskiy (1926) elaborated general and applied principles of educational trips. In his work, Medinskiy (1930) justified the staging method in adult education. It must be noted that group, individual learning and self-study also became rather widespread.

The article clarifies that there were different views on the role of textbooks in the theory of adult education content. Some educators (Loiko, 1923) attempted to prove the inexpediency of using traditional textbooks in adult education since they constrained mental activity and did not stimulate autonomy. However, most educators advocated the value of the textbook in teaching. At the same time, they stated that educational literature should meet the characteristics of adult learners. Therefore, they formulated specific requirements for textbooks for adults (Krupskaya, 1959). It was essential to select appropriate material and design. Besides, such textbooks needed to contain self-study and self-control tasks and references. Special attention was paid to ideological and propagandistic components in the content of educational literature.

Developing theory and practice of education for working youth and adults (the 1950s-1980s)

The article analyzes the structure and organizational forms of adult education. It reveals didactic aspects of learning in adult schools and highlights theoretical elaborations in the field of adult pedagogy.

The relevance of “workers’ universal education” came from the need to restore the economy destroyed by the war and promote scientific and technological revolution. However, it could not be soon achieved because of a low level of general and professional training of the working-age

population since the war forced these then-young people to leave school for various reasons.

In the second half of the 20th century, they created a wide network of adult education institutions to meet the educational needs of working youth and adults without disrupting their employment. This network included: 1) a system of evening (shift) education, which provided formal education at various levels (secondary, vocational, higher education (evening (shift) schools, training centres, master's schools, evening (shift) technical schools, colleges, evening and part-time faculties (departments) of institutes and universities); 2) a system of non-formal adult education, implemented at the level of public organizations and represented by the following sectors: a) cultural and educational work (people's universities, lectures and courses in different areas, clubs, libraries, museums), b) economic education (public economic and agricultural universities, schools of peculiar economics, communist labour schools, economic seminars); c) party-related education (houses and offices of political education, schools of young communists, schools of party and public activists, scientific communism schools, Marxism-Leninism schools and universities).

The implementation of adult education forms was caused by the need to consider the specifics of adults' employment, their family and other circumstances. The system of evening (shift) education together with full-time and part-time education proved to be flexible. It created conditions for the optimal combination of general, industrial and advanced training or retraining. It must be noted that the large-scale cultural, educational and political work rather improved general culture and contributed to the comprehensive development of the population.

However, the obvious advantages and achievements in organizational forms of adult education were diminished by excessive ideology and emphasis on political issues. The latter were the result of the complete subordination of all spheres of public life to the party leadership and total control.

The development of adult education institutions was accompanied also involved elaborating didactic characteristics of adult learning, shaping approaches to determining the scope and structure of education content, choosing methods and forms of learning adequate to adults' needs and capabilities. Moreover, it was essential to study the impact of the educational process on adults, comprehend the patterns of knowledge, skills and abilities acquisition by adults and expand their world outlook.

In the second half of the 20th century, the variability of content, forms and methods of teaching became the leading principle in adult

schools. The didactic process was reinforced by flexible and diverse learning programmes, which allowed one to combine productive work with learning, take into account the content and nature of work, the amount and structure of free time, professional characteristics of adult learners, their attitude towards further education in various forms.

The adult education system functioned due to significant scientific support. Since the 1960s, they organized a unique comprehensive study of educational problems working youth and adults might encounter and, thus, singled out several relevant scientific areas (sociological, psychological, pedagogical). The range of research problems linked pedagogical and methodological research with socio-pedagogical and psychological. It exceeded “the party-ideological order” inherent in Soviet pedagogy and considered the education of working youth in a broad context. Although they organized such studies at the premises of specific educational institutions (evening (part-time) schools), the findings managed to enrich the general theory of adult education with an interdisciplinary approach, including factorial and procedural kinds of analysis. The factorial analysis allowed describing the set of properties that determine adults’ learning activity. Its ascertaining and instrumental character was supplemented by procedural one, which made it possible to trace the changes in the position of adults involved in learning. This approach not only gave an idea of the status of general evening education in the country but also identified some effective ways to improve its quality. The obtained results were expected to help extrapolate the conclusions and recommendations to a wider community of adults than mere evening school students. This laid the foundation for future research in the field of andragogy.

Considering adult education as a multifaceted phenomenon gave impetus to the emergence of several new sciences: psychology of adult education, sociology of adult education, acmeology, didactic of adults, subject-specific teaching methods.

Discussion and Conclusions

The scientific value of the obtained results is as follows:

- *for the first time*, the establishment and development of andragogy as theory and practice of adult education in Ukraine during the late 19th century – the 21st century have been analyzed holistically and systematically;
- the periodization of andragogy development in Ukraine has been justified (the 1850s-1917 – the emergence of theory and practice of adult learning in the context of developing adult education as a form of social and

educational movement and out-of-school education; 1918-1940 – the establishment of scientific principles of adult learning in the system of illiteracy elimination and political education; the 1950s-1980s – the scientific elaboration of andragogical problems in the light of the Soviet concept of adult pedagogy; the 1990s – the early 21st century – the development of andragogy as a science, academic subject, social practice);

– the system-forming processes in adult education have been revealed; the functional dynamics and structural transformations in the adult education system during the late 19th century – the 20th century have been traced; the activities of formal and non-formal adult education have been disclosed; the links between them at the level of organizational principles and education content have been analyzed; the principles taking into account the characteristics of adult learners have been described (voluntary learning, variability and flexibility of programmes and duration modes, diversification and multi-subjectivity, that is different types and kinds of educational institutions, educational offers taking into account the needs and capabilities of different groups of adults, their employment); the relations between government regulation and scientific justification of the basic principles of adult education in different periods have been revealed; the focus on strengthening scientific and pedagogical accents within this particular problem has been substantiated.

This research has made it possible to systematically analyze the establishment and development of andragogy as theory and practice of adult education in Ukraine (the late 19th century – the 20th century) and draw the conclusions presented below.

A historiographical analysis of the problem under study shows that Ukrainian scholars pay much attention to adult education as a socio-cultural phenomenon with deep historical traditions and heritage. Despite the growing interest of scholars in this particular problem, the term “andragogy” is not commonly used in the context of their research. At the same time, almost all authors are interested in the theory and practice of adult learning.

The research proves that modern theoretical and methodological principles of andragogy as theory and practice of adult education act as the basic ones in scientific justification of historical development of andragogy in Ukraine. The analysis of foreign and Ukrainian scholars’ approaches allows one to disclose the essence, subject, objectives, main categories, principles and functions, of andragogy. Thus, one can conclude that andragogy is an independent branch of pedagogical knowledge which studies theoretical and practical problems of adult education in the system of

continuing education, taking into account age-related, personal, social and other characteristics of adult learners.

The analysis of andragogy's origins in Ukraine makes it possible to periodize this development and single out the following four stages: 1) the 1850s-1917 – the emergence of theory and practice of adult learning in the context of developing adult education as a form of social and educational movement and out-of-school education; 2) 1918-1940 – the establishment of scientific principles of adult learning in the system of illiteracy elimination and political education; 3) the 1950s-1980s – the scientific elaboration of andragogical problems in the light of the Soviet concept of adult pedagogy; 4) the 1990s – the early 21st century – the development of andragogy as a science, academic subject, social practice).

Despite the relative novelty of the term “andragogy” in modern Ukrainian science, this concept was already present in the Ukrainian pedagogical vocabulary in the second half of the 19th century. In the first two decades of the 20th century, Medinskiy (1930) and Siropolko (2001) considered adult education in the context of out-of-school education. Andragogy was a synonym for “out-of-school education”, “theory of out-of-school education”, “encyclopedia of out-of-school education”. Later on, under the influence of socio-political events of the 1920s and 1940s, they created terminology following the basic principles of the ruling communist-party concept. All activities related to adult education were defined by the concepts of “cultural and educational work”, “political and educational work”, “elimination of illiteracy”. Scientific understanding of adult learning was revealed through such concepts as “theory of adult education”, “theory of adult learning”, “didactic of adults”. In the 1950s and 1960s, the term “theory and practice of working youth's learning” prevailed. However, in the 1970s and 1980s, the term “adult pedagogy” became widely used. Only after the 1990s, the term “andragogy” appeared in pedagogical vocabulary of the post-Soviet countries again.

The historical and pedagogical analysis shows that, despite using different terms, Ukrainian science made attempts to elaborate on the problems of adult learning during the whole 20th century. It proves the presence of andragogy as a separate science in Ukrainian history.

The periodization of andragogy development in Ukraine has made it possible to identify the system-forming processes in adult education at the level of structural and organizational forms.

During the first period, the system of adult education encompassed institutions of different types, which differed in content and were informal

(related to public education): 1) schools for adults (Sunday schools, revision classes); 2) institutions promoting reading (libraries, public editions); 3) institutions for disseminating scientific and special knowledge among the population (courses, lectures, reading rooms, people's universities); 4) public leisure (theatre), museums, galleries; 5) people's houses; 6) self-study.

The main organizational characteristics of adult education forms existing before 1917-1918 include their social character and management, voluntary learning, accessibility for the population, variability and flexibility of programmes and duration modes.

During the second period (1918-1940), there were two areas in the system of adult education – general adult education and party-oriented education. The system of general adult education included 1) educational institutions within the system of illiteracy elimination (grammar schools, schools for uneducated persons, clubs of individual and group learning, Sunday schools; self-study clubs); 2) secondary schools and advanced training courses (evening workers' schools, village schools (courses); schools for working adolescents and youth (working youth schools); part-time comprehensive schools). Typically, party-related education consisted of Marxist societies, political literacy schools, Soviet party schools, workers' faculties, workers' (proletarian) universities.

Unlike in the previous period, the activities of adult education institutions were regulated and controlled by the state. General education institutions were part of the structure of formal education. At the same time, they preserved such important parameters for adult education as the flexibility of programmes and duration of the training, elaboration of educational proposals taking into account needs and capabilities of adults, their employment modes.

The evolutionary processes in the system of adult education started to develop rather dynamically in the second half of the 20th century. The system of formal education included evening (shift) education institutions: evening (shift) schools, training centres, master's schools, evening (shift) technical schools and colleges, evening and part-time faculties (departments) at institutes and universities. The system of non-formal adult education was implemented at the level of public organizations. It involved the following sectors: a) cultural and educational work (people's universities, lectures and courses in various areas, clubs, libraries, museums); b) economic education (people's economic and agricultural universities, communist labour schools, economic seminars); c) party-related education (political education houses, schools of young communists, schools of party and public activists, Marxism-Leninism universities).

The activities of adult education institutions, as in the previous period, depended on the national educational policy. Besides, they were under the close control of the party leadership. At the same time, there was a tendency to strengthen scientific and pedagogical aspects when justifying the basic principles of education, exceeding the party-ideological order.

An extensive system of adult education in different periods contributed to implementing multilevel learning programmes and validating adequate forms and methods. The analysis of their content indicates sustainable evolutionary processes in the development of adult didactic as part of andragogy.

In the late 19th century – the early 20th century, learning programmes for adults were developed mainly on public initiatives, in the process of teaching placement. Their content differed in level (from elementary education to the level of people's university) and nature of knowledge (general, culturological, socio-economic, civil and household programmes). Such learning programmes took into account the principles of personality development, scientificity, systematicity, continuity, concentricity, links between learning and life, consideration of adults' regional living conditions, unity of national and educational ideas.

In the 1920s and 1940s, adult education was much focused on the party's ideology. In addition to increasing general cultural, educational and professional levels of the population, the implementation of programmes for adults implied adhering to Marxism ideology and promoting the Communist worldview and proletarian class approach to life.

The combination of general, industrial and advanced training played a defining role in the development of adult education content in the 1950s and 1980s.

The analysis of adult education content in historical retrospect shows the general compliance of learning programmes with the characteristics of adult learners and the focus on meeting their specific needs and requirements. Such a trend is consistent with the requirements of modern andragogy.

This research also reveals sustainable development of organizational forms and methods of teaching and learning. The latter are based on the specifics of learners and focused on improving their initiative and activity (lectures, conversations, discussions, debates, stories, seminars, writing essays, independent work, preparing reports, working in laboratories, practical tasks and projects, educational trips; group and individual lessons, self-study).

References

- Abramov, Y. V. (1900). *Nashi voskresnye shkoly: ikh proshloe i nastoiashchee* [Our Sunday schools: Their past and present]. Tipografiiia Merkusheva.
- Berezivska, L. (2008). *Reformuvannia shkilnoi osvity v Ukraini v XX stolitti* [Reforming school education in Ukraine in the 20th century]. Bohdanova A. M.
- Blonskiy, P. P. (1926). O programme 3-go i 4-go goda I stupeni [On the programme of years 3 and 4 of stage 1]. *Na putyakh k novoy shkole* [On the way to a new school], 6, 11–20. http://elib.gnpbu.ru/textpage/download/html/?bookhl=&book=blonsky_izbranye-proizvedeniya_1961
- Danylchenko, O. P. (1999). Likvidatsiia nepysmennosti sered natsionalnykh menshostei pivdnia Ukrainy v 20-kh rokakh XX stolittia [Eliminating illiteracy among the national minorities of southern Ukraine in the 1920s]. *Ukrayinskyi istorychnyy zhurnal*, [Ukrainian Historical Journal], 3, 74–87. <http://history.org.ua/JournALL/journal/1999/3/7.pdf>
- Dzhus, O. V. (2001). *Tvorcha spadshchyna Sofii Rusovoi periodu emibratsii (1922 – 1940rr.)* [The creative heritage of Sofia Rusova during the emigration period (1922-1940)] [Unpublished doctoral dissertation]. Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk. <http://www.disslib.org/tvorcha-spadshchyna-sofiyi-rusovoyi-periodu-emihratsiyi.html>
- Gerasymova, I., Maksymchuk, B., Bilozerova, M., Chernetska, Yu., Matviichuk, T., Solovyov, V., & Maksymchuk, I. (2019). Forming professional mobility in future agricultural specialists: The sociohistorical context. *Revista Romaneasca pentru Educatie Multidimensionala*, 11(4), 345–361. <https://doi.org/10.18662/rrem/195>
- Gornostaev, P. V. (1985). Vklad E. N. Medynskogo v pedagogiku vzroslykh [Medinskiy's contribution to adult pedagogy]. *Sovetskaya Pedagogika* [Soviet Pedagogy], 3, 114–116. http://www.gnpbu.ru/sprav/pers/medynskij_e_n/
- Gromkova, M. T. (2005). *Andragogika: teoriia i praktika obrazovaniia vzroslykh* [Andragogy: Theory and practice of adult education]. YUNITI – Dana.
- Ivanytsia, H., Chepiha, Y., & Yakubovskiy, B. (1923). *Sbliakhom zhyttia: Chytanka dlia starshykh (6-7) hrup trudovoi shkoly, robfakiv, shkil dlia doroslykh i t. in.* [Walking through life: A book for senior (6-7) groups of labour school, workers' faculties, adult schools, etc]. Knyhospilka.
- Khmil, V. V., & Popovych, I. S. (2019). Philosophical and psychological dimensions of social expectations of personality. *Antropolohichni Vymiry Filozofskykh Doslidzhen* [Anthropological Measurements of Philosophical Research], 16, 55–65. <https://doi.org/10.15802/ampr.v0i16.187540>

- Kolesnikova, I. A., Maron, A. E., & Tonkonogaia, E. P. (2003). *Osnovy andragogiki* [The fundamentals of andragogy]. Akademiya.
- Koliada, N. M. (2004). *Rozvytok nedilnykh shkyl v Ukraini (druga polovyna XIX – pochatok XX st.)* [Developing Sunday schools in Ukraine (the second half of the 19th century – the early 20th century)] [Unpublished doctoral dissertation]. Pavlo Tychyna State Pedagogical University, Uman. <http://www.disslib.org/rozvytok-nedilnykh-shkil-v-ukrayini.html>
- Koniskiy, O. (1882). *Gramatka abo persha chitanka zaddia pochatku vchenia* [A grammar book or a first book on reading to start learning]. L.V. Ilnitskii.
- Kostomarov, M. (1994). *Slovianska mifolohiia* [Slavian mythology]. Lybid.
- Kovalchuk, V. M. (2004). *Pedabohichni pobliady ta bromadsko-prosvitnytska diialnist M. Halushchynskoho* [Pedagogical views and public educational activity of M. Halushchynskiy] [Unpublished doctoral dissertation]. Vasyl Stefanyk Precarpathian National University, Ivano-Frankivsk. <http://dissertation.com.ua/node/655189>
- Krupskaya, N. K. (1959). *Sobranie sochineniy* [Collection of works]. Publishing House of the Academy of Pedagogical Sciences of the RSFSR.
- Loiko, L. (1923). Blizhaishaia zadacha prepodavatelei shkol vzroslykh povyshennogo tipa [The immediate task of adult teachers in advanced schools]. *Kommunisticheskoye Obrazovaniye* [Communist Education], 1, 52–54. http://elib.gnpbu.ru/textpage/download/html/%3Fbookhl%3D%26book%3Dpedagogicheskaya-bibliografiya_kn5_1926
- Lukianova, L. B., & Anishchenko, O. V. (2014). *Osvita doroslykh: Korotkyi terminolohichniy slovnyk* [Adult education: A short glossary]. Lysenko M. M.
- Maron, A. E., & Podobed, V. I. (2009). Razvitie andragogiki kak oblasti professionalno-pedagogicheskogo znaniia i sotsialnoi praktiki [Developing andragogy as a field of professional-pedagogical knowledge and social practice]. *Akademicheskij vestnik Instituta obrazovaniya vzroslykh Rossiyskoy akademii obrazovaniya* [Academic Journal of the Institute of Adult Education of the Russian Academy of Education], 2, 4–8. <https://cyberleninka.ru/article/n/razvitie-andragogiki-kak-oblasti-professionalno-pedagogicheskogo-znaniya-i-sotsialnoy-praktiki/viewer>
- Martirosian, O. I. (2013). *Orhanizatsiino-pedabohichni zasady rozvytku osvity doroslykh v Ukraini (20 – 50-ti rr. XX stolittia)* [Organizational and pedagogical principles of adult education in Ukraine (the 1920-50s)] [Unpublished doctoral dissertation]. The Institute of Teacher Education and Adult Education of the National Academy of Pedagogical Sciences of Ukraine, Kyiv. http://catalog.library.tnpu.edu.ua:8080/library/DocDescription?doc_id=529363

- Medinskiy, E. N. (1930). Vneshkolnoe obrazovanie [Out-of-school education]. In O. Y. Shmidt (Ed.), *Bolshaya Sovetskaya entsiklopediya* [The great Soviet encyclopaedia] (pp. 678–691). Sovetskaya Entsiklopediya.
- Melnyk, N., Bidyuk, N., Kalenskyi, A., Maksymchuk, B., Bakhmat, N., Matviienko, O., Matviichuk, T., Solovyov, V., Golub, N., & Maksymchuk, I. (2019). Modely y orhanyzatsyone osobyne profesyonalne obuke vaspytacha u pojedynym zemΛama Evropske Unyje y u Ukrajinny [Models and organizational characteristics of preschool teachers' professional training in some EU countries and Ukraine]. *Zbornik Institutu za Pedagoska Istrazivanja*, 51(1), 46–93. <https://doi.org/10.2298/ZIPI1901046M>
- Movchan, O. M. (2009). Likvidatsiia nepysmennosti (liknep), kampanii liknepu v USRR-URSR [Eliminating illiteracy (likbez), likbez campaigns in the UrkSSR]. In V. A. Smolii (Ed.), *Entsyklopediya istoriyi Ukrainy* [The Encyclopedia of the history of Ukraine] (6th vol.) (pp. 212–213). Naukova Dumka.
- Nerubasska, A., & Maksymchuk, B. (2020). The demarkation of creativity, talent and genius in humans: A systemic aspect. *Postmodern Openings*, 11(2), 240–255. <https://doi.org/10.18662/po/11.2/172>
- Petrova, Y. I. (2010). *Organizatsiia obucheniiia vzroslykh v protsesse likvidatsii negramotnosti v SSSR v 1920-1930-kih gg.* [Organizing adult education in the context of illiteracy elimination in the USSR in the 1920s-1930s.] [Unpublished doctoral dissertation]. Samara State University, Samara. <https://www.dissercat.com/content/organizatsiya-obucheniya-vzroslykh-v-protsesse-likvidatsii-negramotnosti-v-sssr-v-1920-1930-/read>
- Popinova, M. V. (2003). *Razvitiie voskresnykh shkol v Rossii kak formy obrazovaniia vzroslykh: seredina XIX - nachalo XX vekov* [Developing Sunday schools in Russia as a form of adult education: the mid 19th century – the early 20th century] [Unpublished doctoral dissertation]. K. D. Ushinskiy Yaroslavl State Pedagogical University, Yaroslavl. <http://www.dslib.net/obw-pedagogika/razvitiie-voskresnyh-shkol-v-rossii-kak-formy-obrazovaniia-vzroslyh.html>
- Sheremet, M., Leniv, Z., Loboda, V., & Maksymchuk, B. (2019). The development level of smart information criterion for specialists' readiness for inclusion implementation in education. *Information Technologies and Learning Tools*, 72, 273–285. <https://journal.iitta.gov.ua/index.php/itlt/article/view/2561>
- Shynkarenko, L. I. (2010). *Tendentsii rozvytku osvity doroslykh v Ukraini (1946 – 2007 rr.)* [The trends in the development of adult education in Ukraine (1946-2007)] [Unpublished doctoral dissertation]. The Institute of Higher Education of the Academy of Pedagogical Sciences of Ukraine, Kyiv. http://irbis-nbu.gov.ua/cgi-bin/irbis64r_81/cgiirbis_64.exe?Z21ID=&I21DBN=ARD&P21DBN=A

[RD&S21STN=1&S21REF=10&S21FMT=fullwebr&C21COM=S&S21CNR=20&S21P01=0&S21P02=0&S21P03=A=&S21COLORTERMS=1&S21STR=%D0%A8%D0%B8%D0%BD%D0%BA%D0%B0%D1%80%D0%B5%D0%BD%D0%BA%D0%BE%20%D0%9B.%20%D0%86.\\$](#)

- Sihaieva, L. Y. (2010). *Rozvytok osvity doroslykh v Ukraini (druba polovyna XX st. – pochatok XXI st.)* [Developing adult education in Ukraine (the second half of the 20th century – the early 21st century)]. EKMO.
- Siropolko, S. O. (2001). *Istoriia osvity v Ukraini* [The history of education in Ukraine]. Naukova Dumka.
- Vasilkova, T. A. (2009). *Osnovy andragogiki* [The fundamentals of andragogy]. KNORUS.
- Zelenko, V. A. (1923). *Praktika vneskol'nogo obrazovaniia v Rossii* [The practice of out-of-school education in Russia]. State Publishing House.
- Zmeev, S. I. (2007). *Andragogika: Osnovy teorii, istorii i tekhnologii obucheniia vzroslykh* [Andragogy: The foundations of theory, history and technology of adult learning]. PER SE.